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ABSTRACT

Government publications, newspaper articles, monographs, and syllabi published between July and September 1981 and dealing with Pakistani education are cited in this annotated listing. Entries are organized by the following topics: educational administration, organization, and financing; curriculum; educational development; educational goals, planning, and reforms; elementary and secondary education; examinations; higher education; educational history; Islamic education; teaching of languages; libraries; literacy; medical education; educational philosophy; professional education; psychology; teachers; teaching methods and media; technical education; textbooks; women's education; and general. The document ends with a writers' index. (RM)

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SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. 15 No. 3, 1981

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ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. NIAZI, Ghulam Yasin Khan, Ta'aleem Ki Nizamaten Aur Asatza Kay Cadre (The Directorates of Education and the Cadre of Teachers) --- Nawai Waqt (Karachi) July 29, 1981 (U).

The problem of the separation of the Directorates of schools and colleges has been solved. The decision in this regard will come into effect from the first of July. However, the question of various cadres of teachers still remain to be solved. At present there are three cadres of male teachers belonging to colleges and schools. The same is the situation of female teachers. The demand of each cadre to be given representation in the Directorate is a genuine demand. As far as possible every cadre should be represented in the Directorate.

2. QURESHI, Junaid Iqbal. Private Schools --- Dawn (Karachi) August 25, 1981.

In response to the Government call, a number of private educational institutions were established. According to a conservative estimate, as many as 2000 private institutions are at present operating in the Punjab. They offer fine environment and facilities for academic work. Their present beneficial role and future status in the national education program is evident from the following facts: 1. The present educational needs of the country are not matched by the facilities provided by the government. 2. The increasing population trend of the country implies further enlargement of educational needs. 3. The standard and quality of education is far better in private than in government schools. 4. The private schools have provided job opportunities to unemployed educated youths. These facts clearly establish the value of private institutions in our national education program.

3. RAHMAN, Fazlur. Neji Ta'aleemi Idaron Ki Ahmiyat (The Importance of Private Educational Institutes) --- Imroz (Lahore) July 8, 1981 (U).

The Government has taken a right decision in allowing private educational institutions to function. The opening of private schools has solved, to a great extent, the problem of admission. Now that the problem of admission in schools at the primary level has been solved, the government should patronize these schools and provide certain facilities like awarding scholarships to the poor and meritorious students. One aspect which

has adversely affected the utility and importance of private schools is the exorbitant rate of tuition fee. The government should take steps to stop the private schools to demand exorbitant tuition fee. It has also been brought to the notice that most of the private schools function mainly on commercial basis. The government and the Education Department need to check such malpractices, which, if allowed will frustrate the very purpose of allowing private primary schools to function.

4. TARIQ, Rana Altaf. Punjab Mein Schoolon Ki Nizamat (Directorate of Schools in Punjab) --- Imroz (Lahore) September 9, 1981 (U).

In last twenty years, primary education received special attention. In view of the rapid increase in population a number of new schools were opened. Now the number of schools in the province runs into thousands. The number of teachers has also increased. In view of this situation active and effective inspection of schools is needed. In order, to solve the various problems of schools the setting up of a new directorate is necessary.

In addition of the setting up of a separate directorate, some other important changes should be made in the educational set up at lower level. At the Tehsil level, education officers should be appointed on the pattern of Sind province. A separate directorate for girls' schools is also needed. All these changes would help improve the deteriorating standard of education.

5. ZAFAR, Mohammad, Private Schools --- Dawn (Karachi) September 20, 1981.

It is imperative that not only the private sector is encouraged to open new institutions but the institutions which were forcibly snatched away from it in the past are also returned. The private owners cannot be expected to invest their hard-earned money in opening new schools and colleges for so long as the memories of the past are not washed away from their minds. And this can only be done by undoing the wrong of the past and returning their institutions to them, so that they make a new start. The question of denationalization of the nationalized institutions, which has virtually become a closed issue. must, therefore, be re-opened and the taken-over institutions throughout the country must be denationalized as swiftly and as fearlessly as they were nationalized in the year 1972.

CURRICULUM

6. ANDALIB, Jamila. Nizam-e-Ta'aleem Aur Ham (We and the System of Education) --- Nawai Waqt (Karachi) September 23, 1981 (U).

A syllabus reflects the system of education in a country. The teacher and the taught both are concerned with the syllabus. It is a fact that both the teacher and the taught are not satisfied with the present syllabus. There are many reasons for this. For example in our country educational policy is not formulated by educationists. It is the civil servants who make the education policies. Civil servants are not aware of the needs and requirements of the students. They generally work on presumptions. If the syllabus is prepared by the educationists, it would reflect the needs and requirements of the students. Not only the present syllabus needs immediate revision, our examination system also needs change. It is the present system of examination that has encouraged cheating in the examination halls.

7. MALIK, Qayyum. Why Standard of Education is Low? --- Dawn (Karachi) August 21, 1981.

The hardening of the courses of study has bewildered the students; it has alarmed honest teachers and thoughtful parents; it has given rise to the unhealthy institution of private tuitions; it has created a flourishing guess paper industry; it has led to leakage of examination papers; it has made cheating at examinations and intimidation of invigilators a fast growing practice. Had there been a system of research in our educational framework, the policy-makers would have discovered that they had taken an unwise decision. They would have come to know that even devoted teachers are not successful in completing the difficult courses, that even hardworking and serious-minded boys and girls cannot understand what they are expected to learn. The greatest sufferers under the system of hard courses of study are the children of the poor. The system of education we inherited at the time of independence suffered from the erroneous belief that every child at school was a great scholar in the making, that he had the potentiality of being a great writer, a great scientist.

8. MALIK, Qayyum. Standard of Education --- Dawn (Karachi) September 19, 1981.

Our present dismally low standard of education is mainly due to poor grounding in three R's (Reading, Writing and Arithmetic) which are a base for acquisition of higher knowledge. Poor

language ability at secondary school level is the result of difficult courses of study in mathematics, science and other subjects. These courses leave little or no time for the sustained effort necessary for a good working knowledge of a language. There is indeed no justification for the teaching of too much science and mathematics and of scholarly social subjects at school level. Studies that smack of specialization frighten the beginners away from larning. In respect of the teaching of science, young minds at school should only be introduced to simple concepts through practicals to arouse their interest in this important subject. As regards mathematics and social studies, only that much should be taught which can be of interest to the children and which relates to the practical life of average people.

9. NIAZI, Ghulam Yasin Khan. Ta'aleemi Nisabat Par Nazr-e-Sani (Revision of Curriculum) --- Nawai Waqt (Karachi) September 24, 1981 (U).

The present curriculum which is now quite outdated needs immediate revision. The following points may be taken into account while making changes in the present curriculum: 1. All the development works taken place during the prosperous period of Muslim rule, need to be included in our text books. 2. Style of textbooks should be very simple and the language easy. 3. The national and Islamic events should reflect in our text books. 4. The importance of mathematics is admitted, but it should not be made compulsory to create problems and difficulties for the students who have no aptitude for this subject. 5. A separate curriculum is a must for female students. 6. Special attention should be paid to the training of the teachers.

DEVELOPMENT OF EDUCATION

10. MOHAMMAD, Hafiz Khair. Girls High School Aur Girls College (Girls High School and Girls College) --- Jang (Karachi) July 17, 1981 (U).

"Warah" which has gained the status of sub-division and is situated in the center of Sind and Balochistan has no Girls High School or Girls College. This Tehsil which has a population of one hundred and fifty thousand is not receiving due consideration from the educational authorities. Not only there are no high schools and colleges for girls, there are no play grounds or parks for the students. Education which is one of the basic necessities of human life today has little importance in this part of the world. In spite of persistent demands by the inhabitants of the area, no steps have so far

been taken for improving educational facilities.

EDUCATION GOALS

11. ALI, Anita Ghulam. Education System --- Dawn (Karachi) August 11, 1981.

Although a system is a complex whole, it is made up of connected parts. If the components are not correlated, the system fails to work, let alone produce quality products. That is the ill that has overtaken education. Perhaps the case can be extended to all other fields of activity. The quality of a society depends on the quality of its members, and thus the role of education is to achieve an improved society. All that we teach, must create, self-confidence, initiative and prepare the students to deal with new and changing situations. The only way to deal with the twin problems of lack of finances and the unending demands for skilled and educated manpower, is to concentrate more and more on the field programs, which can be developed for every subject we teach. Students will learn more about science, sociology, medicine, engineering and history if they work with their hands and are organized to participate in purposeful activity. If proper and decent conditions for living and working are not made available to the student-workers, and if the Education Department officials and functionaries themselves do not set an example, the plans will end up in chaos.

12. HUSAIN, S. Sajid. Ta'aleem Aur Maqasid-e-Ta'aleem (Education and Aims of Education) --- In: Ta'aruf-e-Ta'aleem, 51-107. Karachi, Kifayat Academy, March, 1981 (U).

The definition of education is first discussed followed by a long discussion on various theories regarding aims of education. The whole subject is discussed under the headings: 1. definition of education; 2. old concept of education and new concept of education; 3. aims of education; 4. historical analysis of educational aims; 5. aims of the general education; 6. social and ethical values and education; 7. resources for the promotion of the social and ethical values in education; 8. traditions and changes in education; and 9. principles of the inclusion of the traditions and changes in education.

13. TANVIR, Ghulam Rasool. Education Conflict between the Old and the New --- Pakistan Times (Lahore) September 2, 1981.

Historically speaking the contemporary educational scene in Pakistan presents the century-old conflict between the old and the new, which had been holding the stage for a long period of 170 years from the establishment of Calcutta Madressah in 1718 to the emergence of Pakistan in 1947. At one side of the conflict, there is traditional tendency to look towards the West for an absolute imitation of the Western educational system while at the other side, there is a massive desire to obtain our long last cultural integrity through the revival and reorientation of the indigenous educational system which met absolute extinction by the end of the 19th century.

The conflict in its past and present perspective, constantly stands characterized by two distinctive classes, the one, a traditional aristocracy, the other a class of cultural revivalists identified with the masses, very large but very week and ineffective. In order to streamline our whole educational set up, what is needed now is to do away with the past and fashion a new policy conducive to our religious and cultural traditions. Unless steps are taken in this direction, we would be grouping in the dark.

14. ZIAULLAH, Syed. Nizam-e-Ta'aleem Mein Mukammal Inqilab Ki Zaroorat (Need to Revolutionize the System of Education) --- Nawai Waqt (Karachi) July 19, 1981 (U).

The present system of education has become outdated. It has completely failed to help us in our day to day life. It is also not in line with the ideology of Pakistan. An important factor necessary for the improvement of education is the uniformity in syllabus throughout Pakistan. At the moment there is no uniformity. Only those books should be taught in schools which are relevant to our social needs and are not against the ideology of Pakistan. More and more emphasis should be laid on the teaching of science and technology. This can be done from the very beginning. Every student from the elementary standard should be so taught that he takes active interest in science and technology. We cannot achieve success without revolutionizing the whole system of education.

EDUCATION PLANNING

15. MALIK, Qayyum. Present Education System Violates Basic Principles --- Dawn (Karachi) August 7, 1981.

One basic reason why the quality of our educational product is distressingly poor is that we have never cared to discuss, define and determine the system of education suited to our requirements. We do not know what subjects can be profitably studied by our children, how much of these subjects may be taught at different age levels, and in what manner should the teaching of these subjects take place. The curricula and syllabi are there, no doubt, but they are prepared and prescribed without keeping in view the limitations of the child mind. Our present system is a failure in respect of modern knowledge because it violates the basic principles of education highly valued by all eminent educationists. These principles have been defined as under: 1. What is learnt by rote is seldome understood and is soon forgotten. 2. Elimination of non-essential is a wise policy in life but in education it is an absolute necessity. 3. If we attempt to teach too much we shall succeed in teaching nothing. 4. Acquisition of educational skills is much more important for school children than mere general knowledge. 5. The basis of good education is to understand the meaning and significance of the subjects of study.

16. SIDDIQI, Hafizur Rehman. Qaumi Ta'aleemi Council (National Educational Council) --- Jang (Karachi) July 22, 1981 (U).

The National Educational Council is an important institution for the implementation of educational policy. In view of its extra-ordinary importance, this institution should have been set up at an early stage. But to this day it has not started working in real earnest. The only achievement of this institution is a conference held last year. Some suggestions have been advanced for the consideration of the council including cooperation of teachers, students and other people in evaluating the educational policy and its implementation progress report.

EDUCATION REFORMS

17. MALIK, Qayyum. Need for a New Education System --- Dawn (Karachi) September 4, 1981.

We need a system that would expose our children to every kind of knowledge - a system linked with the process of our national development. The new system would aim at building up the language ability of our school children. There would be no place in the new educational exercise for learning things by rote for examination. Study of current affairs through the daily newspapers would be compulsory from class VI upwards. In Class IX and X, the students would learn world history, Islamic history, economics, philosophy and psychology besides physics, chemistry, biology and mathematics. In class IX and X, for instance, there will be small, 80 - 100 page textbooks each for mathematics, biology, physics, and chemistry. The textbooks for the proposed new subjects will also be small in volume. The new system of education will, of course, do away with the present ill-advised practice of bringing the general school education to an end after class VIII. The educational authorities do not seem to realise that neither the students, at 13 or 14 years of age, nor their parents can take an intelligent decision, immediately after class VIII, about the courses for higher studies.

ELEMENTARY AND SECONDARY EDUCATION

18. AHMAD, Khwaja Nazir. Pakistan Mein Ibtedai Ta'aleem Ki Taraqqi Aur Masail (Development and Problems of Primary Education in Pakistan) --- Ilm Ki Dastak (Islamabad) Vol. 1 (2): 52-69. July-September, 1981 (U).

Without literacy economic development is not possible. The present social structure is the main stumbling block in the economic development, and the change in social structure is not possible without spread of literacy. With the establishment of Pakistan, Mr. Mohammad Ali Jinnah first gave his attention on this important matter. In an educational conference held in November, 1947 important recommendations were approved for the development of primary education. However, due to other pressing problems, education could not receive the attention it deserved.

The development and problems of primary education are discussed under the headings: 1) a survey of primary education during

First Five Year Plan; 2) a survey of primary education during Second Five Year Plan; 3) a survey of primary education during Third Five Year Plan; 4) a general survey of primary education during three five year plans; 5) an analysis of primary education in the light of Education Policy, 1972; 6) an analysis of primary education in the light of National Education Policy, 1978; and 7) how to solve the crisis of primary education.

19. ALI, Syed Akbar. Schoolon Ki Halat-e-Zaar (Sad Plight of Schools) --- Jang (Karachi) August 17, 1981 (U).

Most of the schools here are housed in dilapidated buildings. The classes are over crowded and the number of students in almost every class exceeds the capacity. Attention of the authorities has often been drawn to these pitiable conditions, but no action has so far been taken. There are only a few school buildings which could be called suitable for the purpose of education. If the situation remains as it exists now, we cannot hope any betterment in the field of education. Good education needs healthy atmosphere. The building and the furniture of the institution need to be presentable. Every student should be provided with basic amenities. It is hoped the Government and the education department would pay immediate attention and solve the problems of the students.

20. BADRUDDIN, S.G.M. Universal Primary Education: A Goal that Eludes Us --- Dawn (Karachi) August 14, 1981.

Despite the changing political situations and decisions, there has been a broad acceptance of the need for the universalization of primary education and at various times under various governments, plans have also been made to bring this goal nearer. But in reality, the goal appears to be as remote as two decades age.

In our country, hardly any reform has run its full course. In the Six-year Plan of 1951, the opening of 24,000 primary schools was envisaged between 1951 and 1957. Relevant statistics show that the target of opening 4,000 schools annually was not met. Among the later plans, the 1970 got no time for its implementation due to fundamental changes brought about in the country in 1971. Then came the program drawn up in 1972. According to this program, the annual average of new enrolments at the primary level should have been 6.25 million. But for the five years between 1972-73 to 1976-77, the annual average worked to 4.88 million, showing an annual lag of 1.37 million. When a new

policy was framed by the present government even the targets set for universalization of primery education by the previous government had to be advanced in time. For boys it is now 1987 instead of 1980 and for girls 1992 instead of 1984.

21. HAQ, Nomanul. Gilgit School --- Pakistan Times (Lahore) August 22, 1981.

There existed only one Kindergarten school in Gilgit Town where kids of all sections of population were schooled. But it is a matter of concern that the education department has decided to close it down and convert it into Girls High School. Consequently, children on the roll of that institution have been deprived of English-medicum education. The alternative adjustment proposed is that the surplus children get admission to the Federal Government Public School at Jutial which is far away from the town and charges exorbitant fees. It is, therefore, suggested that 50 per cent reduction should be made in the Jutial Public School fees and the reduced fees should include conveyance charges to be borne by the school. Otherwise, the kindergarten should immediately be upgraded to secondary level.

22. JALANDHRI, Nazar, Nisab Aur Nizam-e-Ta'aleem (The Syllabus and the System of Education) --- Imroz (Lahore) July 8, 1981 (U).

There is not much difference between the present syllabus and the syllabus which was in vogue during the English rule. It is unfortunate that a dual educational system is working in the country. There are schools where children belonging to poor families receive education and now there are schools where the children of rich people get education. Both type of schools have their own syllabus. This difference in education, if continued, will affect the whole system of education. The students belonging to rich class do not face any problem in getting employment. As their medium of instruction is English, they are considered superior to those whose medium of instruction is Urdu. In the competitive examinations, only such candidates are declared successful who got their education through the medium of English.

It is high time we change this dual system. Either it should be wholly English or wholly Urdu. The syllabus should also be the same in every institution.

23. MALIK, Qayyum. Quality of English Medium School --- Dawn (Karachi) July 24, 1981.

To pave the way for better education in our country, it is necessary for all of us to realise that the common English-medium schools can neither teach good English nor provide good education. The inability of these schools to produce satisfactory results stems from their thoughtless imitation of the curricula, syllabi and teaching methods of the English-oriented institutions run by Christian missionaries. Aside ffom the painful reality that their teachers are not so highly qualified, nor so well paid, nor so dedicated, they suffer from the handicap that neither their students nor their teachers come from English-speaking families. And yet, unwisely enough, they try to make use of English text books that are as enigmatic for our young children as text books in Greek language would be for beginners in England.

24. MALIK, Shuja. Niji Ta'aleemi Idaray Kiyun Zaroori Hain? (Why are Private Institutions Necessary?) --- Imroz (Lahore) July 27, 1981 (U).

Below are some of the suggestions with regard to private institutions: 1. Status of the private institutions need to be recognized. 2. Students belonging to these institutions should be allowed to appear in the examination of Class V and the successful students need to be issued certificates, so that they can take admission in Class VI of a recognized school. 3. These students should be allowed to appear for the scholarship examination of class V. 4. No restriction should be imposed for these students in getting admission in Class VI or Class IX. 5. The regulations pertaining to registration of these institutions should be made simple and flexible. 6. The private institutions should also be provided with books and other teaching instruments, supplied free to other institutions. 7. Teachers of these institutions should be allowed to attend the refresher courses. 8. The experienced teachers of these institutions should also be included for writing or editing textbooks.

25. MEHDI, Mohammad. Children and Education --- Morning News (Karachi) August 25, 1981.

In a recent UNICEF release facts and figures on the percentage of literacy in developing countries are provided, which are summarized in the present article. It is clear from the study of these figures that very little attention is being paid to

the education of children in primary schools in Pakistan. Comparatively secondary and higher education receive much more attention.

Education need to be spread to all and our aim should be, "some education for all and not all education for some". In other words, it is better to give primary education to hundred children than to give higher education to only five students. The statistics provided in the UNICEF release is a challange to all those who love children and want to educate them. Serious efforts are needed for improving the educational facilities for children.

EXAMINATIONS

26. ABID, Shahid Jameel. Ham Aur Hamara Nizam-e-Ta'aleem (We and Our System of Education) --- Nawai Waqt (Karachi) September 13, 1981 (U).

Some suggestions are placed below for the improvement of the present system of education: 1) More than one examination should be held at the secondary, higher secondary and degree level, and overall results should be considered as the basis of promotion. 2) While setting a paper, the teachers should cover the whole course. 3) Merely marks sheet should not be the basis of admission in class. Every student must be examined thoroughly. 4) Every student who has some complaint about his examination paper, should be allowed to see his paper. 5) Sixty per cent attendance for every student should be made compulsory. Defaulters should not be allowed to sit for the examination. 6) Reasonable fee should be given to the paper setters and the examiners.

27. AHMAD, Munir. Jamia Karachi Mein Semester Sistam Ki Nakami (Failure of Semester System in Karachi University) --- Jang (Karachi) September 27, 1981 (U).

It is unfortunate that the semester system could not work in Karachi University and as a result the system is going to be changed. The semester system remained in operation for almost eight years. It had started in 1974 in the hope that the system will eradicate all the evils that were affecting the education. It would have worked successfully, but the following points were ignored: 1) The number of teachers should have been according to the number of students. This important point was never kept in view. The result was that the syllabus

remained incomplete. 2) The library was illequipped. This created problems for the students. 3) Most of the teachers were partial, The result was that meritorious and hard working students were given low grades as compared to those who were near to the teacher.

28. AHMAD, Nisar. Naql Ka Zimmedar Kaun? (Who is Responsible for Copying?) --- Nawai Waqt (Karachi) September 23, 1981 (U).

Some suggestions are given below to put a stop to cheating in the examination halls. They are: 1) No such teachers should be appointed invvgilators in a center who belong to that city or have some connection with that center. 2) All the invigilators and the chief invegilators appointed should be working in places situated at least a mile off from the examination centers. 3) No such teachers should be allowed to enter the examination centers who have or had some links with these centers. 4) Exemplary punishment should be awarded to the students who cheat in examination or the teachers who help students cheating in examination.

29. FATIMA, Niaz. Examinations --- Viewpoint (Lahore) July 16, 1981.

Our schools and colleges are nothing but workshops meant to prepare the students to combat the challenge placed by the examination bodies in the question papers. What is examination? It is just a test of certain important questions almost repeated every year with some shuffling of words and sentences. One who is fortunate enough to mug up a few important questions gets through and other, unfortunate despite studying the whole course during the year often fails to get marks. The following steps should be taken to help in checking certain obvious weaknesses: 1) The question paper should be set with a large number of such questions which may be answered in a word or two covering the whole book and leaving no section or part ignored anyway. 2) The time should be reduced to possibly minimum, blocking every avenue of malpractices. 3) A certain number of questions may be allowed to be answered with the help of text books.

30. FATIMA, Niaz. Examination System --- Dawn (Karachi) August 1, 1981.

Those looking for the causes of the falling standard of education should be well rewarded if they examine the examining boards. The examining boards not only conduct examinations to decide fates in terms of pass and failure but also dictate the

curriculum for different levels. The supervisory staff, by all recokening, have become so corrupt that no measure is proving effective in streamlining the system, which can, however, take on a new edge by taking a cure from the following steps: 1) The question papers should be set with a large number of such questions as may be answered in a word or two, covering the whole of book, leaving no section or part, ignored anyway. 2) The time should be reduced to possibly minimum blocking every avenue of malpractices. 3) The practice of learning by rote be reduced to minimum by setting the questions based on textbooks reading and common sense. 4) A certain number of questions may be allowed to answer with the help of textbook. 5) While appointing supervisory staff, maximum care regarding their honesty be taken into account.

31. HAQUE, Ekramul. Survival of the Semester System --- Dawn (Karachi) September 21, 1981.

It would be recalled the decision to introduce semester system was taken wayback in 1973 on the ground that the old annual system had proved faulty. Now when the existing system is being abolished, the remark is that "it has failed to deliver the goods". Senior teachers who were related to decision-making in 1973, concede that the decision was a hasty one, based on the optimism that things would improve in future, thus making the semester system functional. The semester system may still prove successful, if two vital conditions are met. One, the grant to the university is made in conformity with its requirements and two, there is a change in both teacher-student attitudes.

Since, it is widely accepted that every system has its own merits and demerits, what makes it a failure is its non-implementations.

32. JAVED, Baber. Nizam-e-Imtehan Aur Meyar-e-Ta'aleem (The System of Examination and the Standard of Education) --- Imroz (Lahore) August 26, 1981 (U).

The root cause for the deterioration of the standard of education is the prevailing system of examinations. Many suggestions for the improvement of the present system of examinations have been presented to the education authorities, but no steps have been taken to change the examination pattern. The result is that the standard of education is constantly deteriorating, and the percentage of failures is increasing. The students belonging to the low income groups are unable to continue their studies, once they fail in the

examination.

33. MALIK, Arshad Pervaiz. Semester Sistem (Semester System) --- Imroz (Lahore) August 26, 1981, (U).

Semester system was introduced in the Punjab University to reform the examination system. Its introduction was very encouraging. For full one year, the class rooms were full with the students. They studied with devotion as they were required to appear in every test. The number of students using the library facilities also increased. The teachers commanded respect as the examination result was in their hands. The examination results also improved. In view of the success of the system, it was hoped that it would be introduced in the remaining educational institutions. It is, however, unfortunate that the Punjab University has announced to abondon this system. This was done by advancing a lame excuse that due to inadequate number of books and teachers the semester system cannot be continued. Another excuse was that the students obtain high marks only by flattering the teachers. Does the solution lie in the elimination of the semester system?

34. NIAZI, Ghulam Yasin Khan. Mumtahenon Ka Imtehaan (Examination of Examiners) --- Nawai Waqt (Karachi) September 9, 1981 (U).

There is a demand for the rechecking of examination copies of those students who have been declared failed by the secondary boards. The demand apparently may look genuine and justified, but if we analyse the problem, the situation will be different.

It is a fact that the standard of checking the examination papers cannot be uniformed. Different examiners have different standards of checking the papers. Even, if a paper is given for rechecking to the same examiner, he will not maintain the same standard. Thus if the demand for rechecking is accepted, it will result in serious problems. It will affect the very integrity of examiners.

35. Qayyum, Abdul. Malpractices in Examinations --- Khyber Mail (Peshawar) July 13, 1981.

None cane deny the fact that the child of today is the father of tomorrow and students will be our future leaders. If they are given proper education, they will pay back the country and the nation in a better way, otherwise it will be futile to expect miracle from them. There was a time when unfair means in examinations were considered a sin but now-a-day if one does not

resort to such means, he is considered to be a fool. It has been observed that while the superintendent is against cheating, deputy superintendents are conniving at their evil practice. They allow students to smuggle printed pages. There is also leakage of question papers. If such practices are not stopped, it is feared that cheating in examination halls will become rampant and the students will be encouraged to take resort to unfair means. It is the duty of the Controller of Examinations to pay utmost attention to stop such practice in the larger interest of better education.

36. SADIQ, Mohammad. Law Kay Imtehanaat Aur Naql (Law Examinations and Cheating) --- Jang (Karachi) September 5, 1981 (U).

Law examinations are starting from 15th September. It is therefore necessary to take all precautions to stop adoption of unfair means in the examination halls. Last year during law examinations in Karachi, majority of students resorted to unfair means openly. One can well judge the standard of education of the students who pass the examination through unfair means. What is more, this is a big injustice to the students who work hard throughout the year and yet fail to compete with the students who pass the examinations through cheating. Strict measures are required for checking malpractices in the examinations.

HIGHER EDUCATION

37. ALI, Anita Ghulam. College Admission --- Dawn (Karachi) September 24, 1981.

There are perhaps two kinds of colleges that are placed by the public in the category of 'prestigious' --- the so-called English medium institutions and those that admit only 'A' graders. Perhaps the true picture could emerge if a statement was issued by the Directorate every year showing the results of the intermediate examination, college-wise, indicating the number of 'A' or 'A' graders admitted in the first year and the corresponding result of the Intermediate examinations alongside. Prestige cannot be claimed by those colleges that admit all top graders and degrade them in subsequent examinations. All colleges should be made to admit a certain number of students from each grade. Consolidation, neat planning, drastic amendments in the administrative and finance rules, decentralization, delegation of powers to the principals, studies to find out the reasons for poor enrolment in some colleges, the closing down of uneconomic units are some of the ways to deal with the growing problem of college admissions.

38. ALI, Anita Ghulam. More or Better Colleges? --- Dawn (Karachi) July 19, 1981.

It is the much bewailed standard of education that is the victim. If all the experiments prescribed in a course cannot be performed, science degrees in particular became a farce. Buildings are on the point of falling and the unhinged windows pose a constant source of danger to students who have to seek protection from the hot sun near the walls for lack of common rooms. Is there then any justification for opening new colleges if they only to be starved of funds during the next academic session? We would like to again bring to the notice of the authorities the dire need for an affiliating university to take care of the colleges. With the strength of the colleges growing year by year, there is no alternative, because the University of Karachi has been showing lack of interest and efficiency in so far as the state of the colleges is concerned. The colleges are now treated only as an income-making proposition with which the University staffs supports its Examination Department, which, by the way, also handles the Masters and Honours examinations held at the Campus for its own students.

39. ALI, Asghar. Admission Crisis --- Pakistan Times (Lahore) September 13, 1981.

An unusually good pass result of over 70 per cent in this year's matriculation examination has brought about a serious problem of admission. According to a survey report, approximately, 6,000 students have found seats in the city colleges whereas 32,560 passed the Lahore Board's examination in March this year. For many matriculation is a terminal examination; they aspire no further. However, a majority aim for graduation and beyond. The pressure on colleges become impossible and, as the figures indicate, thousands of students are denied admission into first year. Colleges prestigious or otherwise have an average of 500 to 600 seats for new entrants, rendering admission a high competitive affair. Lahore, once dubbed city of colleges, now finds itself woefully short of institutions especially quality ones.

40. FATMA, Kaniz. Kallijon Mein Dakhlon Ka Mas'ala (The Problem of Admissions in Colleges) --- Nawai Waqt (Karachi) September 23, 1981 (U).

There are some places in Karachi where there are no colleges and this has posed a great problem for the students, Whenever the new session starts, both the parents and the students are seen running from one institutions to other for admission. Lack of adequate seats in colleges break their hopes. The number of

colleges in a big city like Karachi is very small and as such these colleges cannot accommodate all students. As a result many students give up their further study. Both the Federal and the Provincial Governments should do something in this regard. A survey may be made to find out the actual requirements of colleges in different parts of the city.

41. HAQUE, Ikramul. On Winding up Honours Classes --- Dawn (Karachi) July 7, 1981.

At a time when the semester system has come under severe criticism and there are signs it would be replaced soon, the recent proposal to wind up honours classes in the University calls for some serious rethinking. For a long time now the Karachi University has been obsessed with two problems of gigantic nature: how to raise the falling standard of education and from where to generate more funds to keep the institution in the run. The last year's conclusion of the Academic Council that the "semester system had failed to deliver the goods", and the recent suggestion to wind up honours classes, both have a direct hearing on the latter problem.

Once implemented, the proposal to do away with honours classes would improve both quality of education and budgetary position. The removal of honours classes would reduce by nearly half the present enrolment and pave way for the much-neglected research projects at the University.

42. IQBAL, Zahid. Summer School --- Pakistan Times (Lahore) August 6, 1981.

Since the introduction of semester system at the Engineering University, Lahore, summer school classes are being arranged for the students who have failed in the regular semesters. This is contrary to normal practice wherever this system is followed. Regular students are never debarred from taking advance courses in the summer school. The example can be quoted of the Agricultural University, Faisalabad where similar sort of semesters are offered which are open to all students. It is pure and simple injustice to the students who qualify the course in the first attempt. The university has set up the unique example of debarring hardworking regular students from taking the course when they are offered. The authorities have, thus, created a privileged class among students and is spending huge amounts of money on them. The authorities are requested not to debar the regular students from attending summer school classes. This will difinitely help in making up the gap in university session and facilitate admissions of new classes at an early date.

43. QURESHI, Maqbool Ahmad. More Colleges --- Pakistan Times (Lahore) August 29, 1981.

According to a recent press release of the Statistics division of the Government of Pakistan, Gujranvala city enjoys seventh position in the country with a population of 5,97,000. Being an important industrial center, the city has the honour of contributi to the Government exchequers of crores of rupees as taxes every year. But unfortunately the basic necessities of life of the local population are meager. There are only two degree colleges for boys - one was established long before independence and the other a quarter century back. There is only one degree college for Girls. Packed to capacity, the above mentioned institutions are absolutely insufficient to meet the educational needs of an ever increasing number of students. Two more degree colleges - one each for boys and girls are urgently needed. Moreover, arrangement should be made to start M.A. classes in the existing colleges from the ensuing academic session.

44. QURESHI, T.I. Decline of Education --- Viewpoint (Lahore) August 27, 1981.

The sharp decline in the academic performance of our institutions of higher learning is alarming. Over the years, genuine desire for attainment of real scholarship has vanished. Now the emphasis is on simply grabbing the piece of paper we call degree/ certificate, which is no more than a mere "official permit" for getting a job. It bears no reflection on the academic acquirements, it simply attests to the concerned individual's stay for a certain period in some academic institutions. There is no denying the fact that our educational institutions have lost their academic character. The academic standards have gone down to the lowest ebb as even our post-graduate students cannot write correctly an application for leave. It is, therefore, proposed that some serious re-thinking should be undertaken on matters relating to our education with a view to finding out some effective measures to arrest the downward slide of academic performance in our institutions of higher learning.

45. SARWAR, Rakhshinda. Dakhlon Say Muta'alliq Ek Tajveez (A Suggestion About Admission) --- Jang (Karachi) September 14, 1981 (U).

Immediately after the examination result is out, the problem of admission crops up and due to limited capacity in educational institutions, it assumes serious problems. The students after passing the inter examination get admission in three types of

educational institutions - technical colleges, non-technical colleges and the university. They get admissions in these institutions according to the merit. Those who secure good marks, get admission in technical colleges, then comes the turn of the university and finally non-technical. The timings for these admissions are defective and a good student some time applies for admission in all three types of educational institutions.

The solution of this problem is simple. The administration should announce the date of admission in technical colleges first and then the university and other colleges. This method will easily solve the problem of multiple admission by one student.

46. ZUBERI, A.W. Affiliating 'Varsity --- Dawn (Karachi) July 6, 1981.

There are certain points which one should keep in mind before establishing a new university. Establishing a new university is a costly affair and as such would not be advisable in view of our meager resources. Besides, even our existing universities are having finnancial difficulties and it would be better if we could strengthen and consolidate the existing ones instead of having new ones. As regards separate universities for women, most of the people would surely endorse the logic of it but unfortunately it would not solve the problem. Such a university cannot be of much use for students living at far off places. Accordingly, it would be much better if post-graduate education facilities are provided in a number of colleges, including those exclusively for women, scattered all over the city. To develop such colleges for the purpose of imparting higher education should be far more economical than having new universities.

HISTORY OF EDUCATION

47. ABDULLAH, Syed. Musalmanon Ka Funn-e-Ta'aleem (Muslim Art of Education) --- Farozan (Lahore) Vol. (2): 7-15. July-September, 1981 (U).

It is not commonly known, but it is a fact that by fourteenth century, the Muslims had a well developed educational system based on scientific lines. The writer has tried to establish this fact by discussing Ibne Jama'a's famous treatise on education. The Arabic book of Ibne Jama'a "Tazkaratus Same Walmutakallum Fi Adabil A'alam Walmutaallim", provides details of educational system in vogue in thirteenth and fourteenth centuries. If this

book is read along with Dr. Irani's book "Islamic Origin of Western Sciences", the entire educational setup of the Muslims would clearly emerged.

Ibne Jama'a confirms the fact that by fourteenth century the learning and teaching system in the Islamic world was working on well developed lines. The details of the educational system as provided in the book are described under the headings: 1) teaching and learning etiquettes; 2) relationship with students; 3) code of ethics for teachers; 4) order of learning; 5) writing; and 6) discussion.

48. HUSAIN, S. Sajid. Barre Saghir Hind-o-Pak Ki Muslim Ta'aleemi Tehrikaat (Muslim Educational Movements in Indo-Pak Sub-Continent) --- In: Ta'aruf-e-Ta'aleem, 344-394. Karachi, Kifayat Academy. March, 1981 (U).

This is a brief introduction of various educational movements of Muslim education during the British period. These educational movements are described under the headings: 1) Sir Syed Ahmad Khan - introduction; 2) educational ideas of Sir Syed Ahmad Khan; 3) Sir Syed Ahmad Khan's educational and academic services; 4) Aligarh movement; 5) aims of Aligarh movement; 6) reasons for Aligarh movement; 7) educational services of Aligarh movement; 8) educational movement of Nadvatul Ulema; 9) evaluation of educational services of the Nadva movement; 10) religious and secular education; 11) secular education; 12) important Muslim educational movements; 13) Deoband educational movement; and 14) educational movement of Sind Madrasatul Islam.

49. HUSAIN, S. Sajid. Pakistan Mein Ta'aleem Irtega (Educational Development in Pakistan) --- In: Ta'aruf-e-Ta'aleem, 395-487. Karachi, Kifayat Academy, March, 1981 (U).

Pakistan inherited the British system of education. Efforts were made from the beginning to change this system and to evolve a system suitable for the people of Pakistan. The development of education in Pakistan is described under the headings: 1) first national educational conference, 1947; 2) aims of first educational conference; 3) first national education commission, 1959; 4) comments on Sharief National Education Commission; 5) Noor Khan's National Education Commission, 1969; 6) National Education Policy, 1970; 7) Characteristics of National Education Policy, 1970; 8) the Educational Policy, 1972; 9) characteristics of Education Policy, 1972; 10) evaluation of the Education Policy, 1972; 11) National Education Policy, 1978; 12) characteristics and important points of the National Education Policy, 1978; and 13) evaluation of the new National Education policy.

50. SALIM, Syed Mohammad. Funn-e-Ta'aleem-o-Tadrees per Musalmanon Ki Tasnifaat (Muslim Writings on the Art of Education and Teaching) --- Farozan (Lahore) Vol. 1(2): 36-40. July-September, 1981 (U).

It is the British rulers who purposely cut our relations with our past heritage and compelled us to look for every thing towards Western nations, including education. If we look back to our own past in the field of education, we find a rich heritage. The Arabic language was not only the lingua franca of the entire Muslim world, but it was also the language of education and learning. The Western nations when conquered the Muslim world, first what they did, they suppressed the spread of Islamic education. So much so that today no body knows if there were any Muslim scholars who developed educational philosophy. It is pity, we know every thing about the Western philosophers who made any contribution in the field of education and are totally ignorant of the great work of Muslim educational thinkers.

The writer has provided a long list of important works of Muslim educational philosophers.

ISLAMIC EDUCATION

51. MAHMOOD, Raja Rashid. Islam Ka Tasawwur-e-Ilm-o-Ta'aleem (Islamic Concept of Knowledge and Education) --- Farozan (Lahore): Vol. 51-65. April-June, 1981 (U).

The greatness of knowledge is emphasized. Acquisition of knowledge is a must in Islam for every man and woman. Islam gives so much importance to the acquisition of knowledge that the first revelation of the Holy Quran is an order to read.

The Islamic concept of knowledge and education is explained under the headings: 1) acquisition of knowledge as enjoined by Holy Quran; 2) importance of knowledge in Prophet's sayings; 3) the ideas of Muslim thinkers on the acquisition of knowledge; and 4) importance of education in Islam. It is concluded that the importance of knowledge is so great in Islam that whoever becomes a Muslim, cannot remain a Muslim without being educated.

LANGUAGES, TEACHING OF

52. HASHMI, Khalid Mahmood / Urdu Ko Zaria-i-Ta'aleem Banaya Jai (Urdu Be Made Medium of Instruction) --- Imroz (Lahore). July 23, 1981 (U).

In 1978, the present Government took a step to make Urdu as the medium of instruction. This was declared when the Government

announced the new education policy. But despite a clear cut policy decision some of the schools have failed to implement this policy. Not only a number of new English-medium schools have been set up recently, but there are a number of schools which are deliberately avoiding to make Urdu as medium of instruction. The Government should take necessary action against these schools.

A majority of our students fail in the examinations because of English. Students belonging to F.Sc. and B.Sc. do not easily understand what is being taught to them. This is so because all the text-books of science are in English. The result is that most of them fail in the examinations.

53. HASNAIN, Zille. Optional English --- Pakistan Times (Lahore) July 26, 1981.

In schools and colleges, the English language is taught and learnt because it happens to be a compulsory subject. Strange enough is the situation prevailing in our schools which are responsible for the introduction and teaching of the rudiments of this language. If we want to improve the standard of English, we shall first have to determine the objectives for the study of language. Should we offer the subjects to all and sundry only to make the readers conscious of the British culture? Or do we want to prepare them to attain the quantum of the English language necessary for the acquisition of professional knowledge? Perhaps the objectives of the study of the English language lie in the latter.

Keeping the national interest in view, it is high time we took a bold step. It is suggested that the learning of the English language should be done away with at the school level. It should be made a compulsory functional language at the Intermediate level and optional at the Degree level.

54. HUSAIN, Syed Ahmad. Zaria-e-Ta'aleem (Medium of Instruction) --- Nawai Waqt (Karachi) August 9, 1981 (U).

In spite of repeated demands by the public to declare Urdu as the medium of instruction in our educational institutions, no serious steps have so far been taken by the Government in this regard. English is still very much in use in all walks of national life. Only those students achieve great success who are educated through the medium of English. Students who go to Urdu medium institutions hardly get good jobs.

It is also a fact that the standard of English has gone down considerably. The reason is not far to seek. To acquire full

command over a foreign language is a difficult job. Even the language teachers are not well versed in this language. As a result, they fail to teach correct knowledge of the language. It is, therefore, necessary that Urdu is declared as the medium of instruction in all the educational institutions.

55. MALIK, Qayyum. Urdu More Suitable at Early Stages of Learning --- Dawn (Karachi) July 3, 1981.

Urdu is undoubtedly a great language, and we are proud of the fact that it has built up considerable literature in many fields of knowledge. It is, however, far behind so far as advanced study material on science and technology is concerned. Thus, as matters stand today, Urdu is not a helpful medium of instruction for higher studies in any of the science subjects taught at college and university levels. On the other hand, it is a grave folly to have English as medium of instruction in the early stages of education, that is, at the primary and lower secondary school levels. Introducing our children to physics, chemistry, biology, history, geography, civics etc. through the medium of English at a stage when they do not know English or know very little of it is preposterous. The pitiable poor knowledge of English-medium school students in respect of these subjects conclusively proves that the use of English as a vehicle of instruction is a meaningless excercise. Helpful foreign educational experts, including Britishers, have time and again advised Pakistan not to teach science subjects through the medium of English at school level; and it is on the basis of this advice that our educational authorities are now discouraging the use of English as a vehicle of instruction at the primary and secondary school stages.

LIBRARIES

56. NAQVI, Z.H. National Education Policy and Academic Libraries --- Pakistan Library Bulletin (Karachi) Vol. XII(2): 19-25. June, 1982.

Education policies reflect aspiration of a nation. Education has got its roots in libraries. No research can be complete without libraries. As a result, lack of proper planning in the past, library development suffered in the country. The writer compares the present education policy with the previous education policy as regard to library development. The importance of libraries has not been ignored in both the policies. However, in the new education policy, special emphasis is laid on the implementation of the program for library development.

The writer discusses various problems of academic libraries alongwith their possible solutions under the headings: 1) university

libraries; 2) college libraries; and 3) school libraries.

LITERACY

57. AHMAD, Jamal. Mass Education --- Dawn (Karachi) July 30, 1981.

The low literacy rate in Pakistan compares unfortunately with many developing countries. In 1975, the literacy rate was close to 80% in Sri Lanka and 36% in India whereas in 1979/80 it was estimated at 24% in Pakistan. Spending on education is also very low. Whether it is Mass Literacy Commission or some other body, it is imperative for prosperity, both economic and social, that efforts for mass education and greater literacy rate be hurried up. While accelerating progress towards the goal of universal primary education, the scheme for adult education has been proved most successful in cases where it was specifically aimed at. The best example of this is farm extension work, which, if carefully conducted, can brought in good results. Adult education scheme, therefore, should be subjected to a first assessment.

58. Report of the National Conference on Non-Formal Education --- Islamabad, Institute of Education, Allama Iqbal Open University. 67p. January, 1981.

The report of the National Conference on Non-Formal Education has been arranged into two general sections. Section one includes an introduction and recommendation of the Conference. This section also summarizes the proceedings of the Conference. Section two consists of the key-note papers presented by resource persons, both from Pakistan and abroad. These papers describe the national as well as international experiences in the field of non-formal education.

The purpose of the Conference was to take stock of non-formal education programs and activities in Pakistan with a view to formulating a policy course and developing a work plan of non-formal education with particular reference to similar experiences in other developing countries. The Conference considered various issues of policy formulation and new dimensions of developing a work plan with special reference to the educational scene in Pakistan.

MEDICAL EDUCATION

59. SIDDIQUI, Abdul Ghani. New Approach to Teaching of Surgery to Urdu-graduates --- Pakistan Medical Journal (Karachi) No. 13(1981): 10-10. July 7, 1981.

With the start of new session for the final year M.B.B.S., a comprehensive program has been chalked out by the department of surgery. Broad highlights of this program are described here. The main purpose of the system is how to cope with large number of students in the class. The new system is in addition to the traditional orthodox didactic lectures. The clinical methods and examination of patients by the students is still the choicest method in teaching final year students. This has not been replaced but is supplemented.

The objectives of the program are enumerated and discussed under /of the headings /groups, tutors and houses.

PHILOSOPHY OF EDUCATION

60. HUSAIN, S. Sajid. Falsafa Aur Ta'aleem (Philosophy and Education) --- In: Ta'aruf-e-Ta'aleem, 1-50, Karachi, Kifayat Academy. March, 1981 (U).

Before analysing the relationship of education and philosophy and considering educational ideas, the writer first defines the role of philosophy and then discusses its role in education. The whole subject is discussed under the headings: 1) definition of philosophy; 2) problems and scope of philosophy; 3) philosophy and our world; 4) philosophy and human life and nature; 5) philosophy and ethical values; 6) philosophy and aesthetical values; 7) philosophy and wisdom; 8) philosophy and epistemology; 9) philosophy and education; 10) educational philosophy; 11) scope of educational philosophy; 12) importance of educational philosophy in education; and 13) need for study of educational philosophy.

61. HUSAIN, S. Sajid. Falsafae Ta'aleem Mein Musalmanon Ka Hissa (Muslim Contribution in Philosophy of Education) --- In: Ta'aruf-e-Ta'aleem, 217-271. Karachi, Kifayat Academy. March, 1981 (U).

Muslims contributed a great deal in the development of philosophy of education. The writer has discussed educational ideas of three great Muslim philosophers Imam Ghazali, Ibn Khaldun and Allama Iqbal under the headings: 1) Imam Ghazzali-introduction;

2) critical analysis of Imam Ghazzali's theory of education; 3) effects of Imam Ghazali's theory of education on our system of education; 4) Ibn Khaldun's educational thoughts-introduction; 5) critical analysis of Ibn Khaldun's educational thoughts; 6) Allama Iqbal's educational thoughts-introduction; and 7) critical analysis of Iqbal's educational thoughts.

62. HUSAIN, S. Sajid. Ta'aleem Mein Mazhab Ka Kirdar (Role of Religion in Education) --- In: Ta'aruf-e-Ta'aleem, 272-343. Karachi, Kifayat Academy. March, 1981 (U).

First the term religion is defined, followed by its relation with education and finally Islamic ideology as an aim of education in Pakistan. The subject is discussed in detail under the headings: 1) role of religion in education; 2) relation between religion and education; 3) Islamic concept of education; 4) characteristics of the Islamic ideology; 5) justification for Islamic ideology as an aim of education; 6) resources of the Islamic ideology as an aim of education; 7) importance of Islamic ideology in education; 8) the integrating influences of religious values; and 9) promotion of cultural unity in Pakistan.

63. HUSAIN, S. Sajid. Taarikhi Ta'aleemi Tanazir-Falsafae Ta'aleem Mein Jadid Rujhanat (Historical Educational Perspective-Modern Approaches in Philosophy of Education) --- In: Ta'aruf-e-Ta'aleem, 149-216. Karachi, Kifayat Academy. March, 1981 (U).

Modern education philosophy is greatly influenced by three philosophers, Rousseau, Pestalozi and John Dewey. The writer has discussed in detail the educational ideas of these three philosophers under the headings: 1) Rousseau's theory of education; 2) characteristics of Rousseau's theory of education; 3) critical account of Rousseau's theory of education; 4) effects of the educational thoughts of Rousseau on the present system of education; 5) Pestalozzi's theory of education; 6) critical account of Pestalozzi's educational theory; 7) John Dewey's theory of education; 8) characteristics of John Dewey's theory of education; 9) critical study of John Dewey's theory of education; and 10) effects of Dewey's theory of education on our system of education.

64. HUSAIN, S. Sajid. Taarikhi Ta'aleemi Tanazir - Unani Ta'aleemi Mufakkireen (Historical Educational Perspectives-Greek Educationists) --- In: Ta'aruf-e-Ta'aleem, 108-148. Karachi, Kifayat Academy. March, 1981 (U).

When we study the educational development and its impact, first we refer the Greek education system. However, historically it is not true and we find that Greek education system was influenced by the Sophists. Some discussion is made on the role of Sophist teachers. The Greek education development is discussed under the headings: 1) Plato; 2) characteristics of Plato's theory of education; 3) critical study of Plato's theory of education; 4) criticism against Plato's theory of education; 5) effects of Plato's theory of education on the modern age; 6) Aristotle's theory of education; 7) characteristics of Aristotle's theory of education; 8) critical evaluation of Aristotle's theory of education; and 9) defects of Aristotle's theory of education.

65. QURESHI, Mohammad Abdullah. Iqbal Aik Mahir-e-Ta'aleem (Iqbal-An Educationist) --- Farozan (Lahore): Vol. 1(1): 31-50. April-June, 1981 (U).

Iqbal was a teacher, educationist and a great thinker. All the ideas expressed by Iqbal through his poetry are the reflection of his educational thinking. Iqbal gave special attention to the education and training of children. He presented the concept of a complete man and for this complete man he outlined a system of education. His educational ideas and philosophy developed and matured with time.

Examples have been quoted from his poetry which clearly illustrate the type of education, Iqbal wants to provide for Muslims. He addresses directly to students and teachers criticising the prevailing educational system.

Some detail is provided of the educational books Iqbal wrote, edited and compiled for schools. The contents of these books throw good light on his educational ideas. Excerpts of some of his speeches are also quoted which speak of his mind on educational problems.

66. RIAZ, Mohammad. Iqbal Ki Ta'aleemi Rahnumaiyan (Iqbal's Educational Guidance) --- Ilm Ki Dastak (Islamabad) Vol. 1(2): 31-38. July - September, 1981 (U).

Education plays a dominant role in Iqbal's thinking. He has expressed his opinion on almost all educational topics. Iqbal's educational ideas are provided under the topics: 1) aims of

education; 2) philosophy of education; 3) education theory; 4) professional education; and 5) female education. There are a number of writings on Iqbal's educational ideas. Some of them are mentioned in the article.

The writer has discussed Iqbal's role in the field of education under the headings: 1) Iqbal as a teacher, 2) early writings on education, 3) Islam and educational aims, 4) female education, and 5) qualities of teachers. Iqbal's verses are quoted in support of his educational thinking.

PROFESSIONAL EDUCATION

67. GILANI, Syed Nazir. Law Education --- Dawn (Karachi) August 15, 1981.

The issue of law education is crucial and it is high time that we attended to it in a spirit of pragmatism and objectivity. Legal institutions have to sort out questions faced by the society.

It is suggested that we should adopt the Japanese scheme. Legal education and research institutes in that country are headed by the Chief Justice of the Supreme Court, District Judges, Chairman, Bar Council and Director, Public Prosecution. Law graduates there, are "manufactured" as on industrial product. They are shaped in laboratories - in law courts, in the office of Bar Council under the Director of Public Prosecution where students are trained to record evidence, write judgements and give opinion. They are asked to prepare briefs and prosecute cases - civil, commercial and criminal. The work done by students is counted for qualifying for the law examination. The moment results are declared the successful candidates are absorbed in the judiciary in the Department of Prosecution as advisers and as office executives and the remaining lot joins the legal profession, without letting any law graduates go stale.

PSYCHOLOGY

68. KHOKAR, Fida Husain. Ta'aleemi Nafsiyaat Jadid Sains (Educational Psychology Modern Science) --- Ilm Ki Dastak (Islamabad) Vol. 1(2): 48-51. July-September, 1981 (U).

Like physical science, the subject of psychology is also based on solid realities. The subject of psychology is now an established scientific discipline. It helps in understanding the nature of human behavior in various conditions. In order to make education

effective, knowledge of human behavior is very important and the importance developed the subject of educational psychology, With the help of educational psychology better teaching-learning results are achieved.

Treating psychology as a discipline of science was a debatable issue for long and now with the development of educational psychology, this issue has become more debateable. All social scientists consider educational psychology as a discipline of science. There is a long discussion why the subject of educational psychology should be considered as a science discipline.

TEACHERS

69. BRELVI, Syed Mustafa Ali. Asateza Kay Masa'il (Problems of Teachers) --- Nawai Waqt (Karachi) September 13, 1981 (U).

Our old system of education used to determine the status of a teacher according to his social life and academic qualifications. The teachers themselves used to maintain their code of conduct. Teachers are now conveniently blamed for the deterioration in the standard of education. This is wrong. No teacher deliberately neglects his professional duties. If the teachers are adequately paid, there is no question of them shirking from their responsiblities towards students. The reasons for the deterioration of the education standard are the outdated syllabus; too many text books; beyond capacity classes and poor paid teachers. No teacher can go on serving the nation with empty stomach. Teachers must be paid well.

70. KHAN, Hafizur Rahman. Ta'aleemi Inhetaat Ka Zimmedar Kaun? (Who is Responsible for Deterioration in Education?) --- Imroz (Lahore) July 19, 1981 (U).

No proper attention is paid to the education by the authorities. There are no fixed standards for selecting teachers. Not only that the teachers are appointed without any care, the salary they are offered is so meager that only those people come to this profession who do not find any other job. It can be well imagined what type of teachers we have in our schools. If we really want the standard of education to be improved it is necessary to give proper attention to education. It is suggested that we should do the following: 1) fix the real objectives of education, 2) select right types of teachers and 3) improve the status of the teachers in the society.

71. MATHEWS, Joseph. Teachers' Role in Our Society --- Dawn (Karachi) August 17, 1981.

It is said that no system of education could be better than its teachers. A teacher's job is to teach, and that is perhaps the most compassionate function in human society. In our present society this function has been corrupted to an extent that its meaning has changed. This change is perhaps the most significant symptom of the new shape that our society is taking on. Teachers should have a say in determining the policy and practice of the educational bureaucracy as well as in the formulation of the overall educational strategy. And, if the role of teachers is to be strengthened the higher seats of learning must be given more autonomy in the management of academic and administrative affairs. It should also be mentioned here that the teachers' concern about material rewards and social status is understandable. The teacher-student ratio has been disturbed and teachers are not able to pay adequate attention to individual students. This quantity-quality complex is not peculiar to Pakistan alone. Overcrowded classes exclude the possibilities of personal rapport between the teacher and the taught. Unless the ratio is corrected, satisfactory results cannot be obtained.

TEACHING METHODS AND MEDIA

72. GORAHA, Mushtaq Ahmad. Tadrees Kiya Hai (What is Teaching) --- Ilm Ki Dastak (Islamabad) Vol. 1(2): 42-47. July-September, 1981 (U).

Apparently the concept of teaching is very simple, but in fact it is not so. There are various aspects of teaching and all aspects have some importance. The educational thinkers give importance to different aspects according their own thinking and interpretation. In their definition some thinkers are very rigid. A number of definitions of teaching are provided which show the diversity in opinion of educational thinkers. It is pointed out that teaching cannot be defined in one or two sentences. It has a wide scope and requires elaborate discussion.

The process of teaching is discussed keeping in view its different aspects. It is emphasized that analytical study of the teaching process is very necessary. This analysis will help in understanding the real nature of the teaching process.

TECHNICAL EDUCATION

73. BABER, Zahuruddin. Fanni Ta'aleem Ki Ahmiyet O Zaroorat (The Importance and Need for Technical Education) --- Nawai Waqt (Karachi) September 23, 1981 (U).

It is heartening to note that the Federal Government has paid special attention to the promotion and development of technical education. There is a program of opening Technical Teachers' Training College in Islamabad next year. All the fourteen technical institutions in the country will be upgraded to the status of college. In Azad Kashmir, a poly-technical institute will be established. Besides promoting technical education the need for more commercial institutes cannot be ignored. The need for better commercial education facilities will increase substantially in very near future. Therefore, more and more commercial institutes should be opened in the country.

TEXTBOOKS

74. ALI, Anita Ghulam. Standards of Education --- Dawn (Karachi) September 8, 1981.

Two factors that determine the quality of education - teachers and books -in actuality are the pivot of education at all levels. It has been time and again suggested that there should be competition in the field of book writing and production, because sole agencies tend to lapse into a "take it or leave it" attitude. Because of the total monopoly of the Textbook Boards publishers are hesitant to print books for extra reading or reference. In this regard it is proposed that a committee of experts should meet once a year to review/approve/books offered for use in schools/colleges/universities: and on approval the Education Department should direct all libraries to purchase at least 5 copies of the volume. This will ensure publication, circulation, and, thus, encouragement to promising authors. But all efforts to produce better textbooks will be futile if our system of examinations and pattern of setting papers is not radically changed, in preference for an objective-type question paper.

75. QURESHI, Mohammad Younus. Qaumi Ta'ameer-e-Nau Mein Darsi Kitab Ka Hissa (Textbook's Role in National Reconstruction) --- Farozan (Lahore): Vol. 1(1): 71-75. April-June, 1981 (U).

The word nation is defined briefly. It is pointed out that textbooks being a very effective medium, can play a great role in the national reconstruction. Curriculem is developed before the textbooks are prepared and the basis of the curriculum is the need and aspiration of the society. Textbooks are the bridge between two generations. We learnt what our elders prescribed for us and our young ones will learn what we are prescribing for them. Textbooks have the power to make or destroy a nation. Through textbooks we can preserve our national identity and promote our values and way of life.

The role of textbooks is of paramount importance and we should make full use of it in the national reconstruction.

76. SHEHAB, Rafiullah. Thirty Million Textbooks for Students --- Farozan (Lahore) Vol. 1(1): 11-14. April-June, 1981.

One of the basic requirements for good education is the provision of standard textbooks to the students. Textbooks play a pivotal role in any educational system. In advanced countries, these are one of the media of communicating knowledge. But in the developing countries like Pakistan, textbooks are the sole medium of imparting instruction.

A historical background is presented of textbook situation in Pakistan, from the establishment of the country to the creation of the Punjab Textbook Board which came into existence in March 1971. This Board is an independent institution and arranges the compilation, printing and publication of all the textbooks from class one to 12th. This year the Board has provided some thirty million standard textbooks to the students. The working of the Punjab Textbook Board is briefly described.

WOMEN'S EDUCATION

77. HABIB, Mariam. Women's University --- Pakistan Times (Lahore) July 31, 1981.

Separate universities for women already exist in countries where there is no traditional segregation of the sexes. Their inauguration in Pakistan should, therefore, not be a cause for controversy. An Ordinance establishing the first women' university of Pakistan is awaited whereby the university is expected to start

functioning within the year. The financial constraints have been circumvented for the moment through an ingenious re-organization with some changes in nomenclature. The three existing colleges of Home Economics in the country will be upgraded to the status of university colleges, each college having specialized institutes administered by it. A Board of Trustee at Islamabad will manage the university and also plan and control women's education for the whole country. It goes without saying that the whole exercise will be worthwhile only if the expanded facility, in the form of exclusive women's university colleges, provides quality education which turns out women technicians and academics as personnel for Pakistan's manpower requirements.

78. HUSAIN, Rafique. Mohalla Schools --- Pakistan Times (Lahore) August 10, 1981.

The Mohalla school scheme during the current plan period is originally conceived as a supplementary educational input for urban girls under the National Education Policy announced in October, 1979. The lag in female education was to be covered through setting up of 5,000 such schools in urban neighborhood or "Mohalla" giving girls access to some rudiments of learning in their own localities. For this, educated woman in the area was to provide female education equivalent to primary classes 1 and 2. The scheme was started alongwith the opening of mosque schools and vocational training centers all over the country to hasten the spread of literacy and skill formation among girls and rural youths. Uptil now, according to a report from Federal Government sources, 404 Mohalla schools for girls have come into being and another 20 are to materialise in the federal area.

79. KHAN, M. Amanullah. Ta'aleemi Inhetaat (Deterioration in Education) --- Nawai Waqt (Karachi) July 19, 1981 (U).

Despite the increasing rate of failures both in school and college examinations, the Government has failed to take any step to check it. The standard of education is constantly going down and both the teachers and the students are not taking any interest in education. In order to improve the present standard of education, it is necessary to change the present syllabus and use only those books which have relevance with every day life. Teachers also need refresher course and better training. It is a fact that the standard of the training of teachers has also gone down. The present education system needs complete change, if we want to check the increasing rate of failures in examination.

80. NIAZI, Ghulam Yasin Khan. Khawateen Ki Mujawwaza Universitian (The Proposed Universities for Women) --- Nawai Waqt (Karachi) September 1, 1981 (U).

No hasty action should be taken in converting Home Economics Colleges of Karachi and Lahore into universities. First the present system of education will have to be changed in these colleges. After this the arrangement for post graduate education will be possible. The changes which are needed are briefly described. These changes as mentioned does not involve heavy expenditure. It is the duty of the university graduate Commission to evolve a comprehensive plan for the setting up of women universities. The present plan would not help much. If the plan is not revised, it is feared the working of these two mini universities would not be satisfactory.

GENERAL

81. AKBAR, Najm. Drop-outs. --- Pakistan Times (Lahore) July 9, 1981.

The anxiety of the government over the 50 per cent drop-outs at the primary school level is correct. It indicates a black future for the country. Such figures are food for thought for every sensible citizen of Pakistan. If we fail to take necessary measures to properly educate our next generation, history will never forgive us. The roofless schools do add fuel to the fire. Children cannot study in unattractive conditions. However, the authorities know it better than anyone else that the teachers matter more than the buildings. The real need of the hour is well-trained, well-paid, conscientious, regular and above all, strictly supervised teachers. The problem of rural school teachers should be given immediate attention since 75% of our children live in villages.

82. BALOCH, Zulaikha. Our Education --- The Teenager (Karachi) Vol. XI(7). 9-20, February, 1981.

From the birth of Pakistan to this day, national vanguards have been putting into practice various patterns of national policies for setting educational goals in order to carry the nation through to a destiny. Heavy expenditure on education, culminating in nationalization does not seem to have been justified in terms of satisfactory return. Every one feels that there is deterioration, day by day, of educational standards, educational discipline, institutional traditions, teacher-student relations and values that distinguish a nation from other

nation.

Why education in our country is facing vibration, reversion and retardation instead of gaining progression and propagation in ever increasing arena of knowledge? Undoubtedly guardian-student-teacher trio involved in the process of education, stands equally responsible for major part of failure in achieving good, useful and satisfactory standard of national education. The roles of all the three elements are discussed briefly. In the end a set of recommendations is presented for developing educational standard in the country.

83. HASHMI, Khaled Mahmood. Tariaq-e-Tadrees Aur Imtehani Nizam (Method of Teaching and the System of Examinations) --- Imroz (Lahore) July 1, 1981 (U).

Not only the present syllabus needs to the changed, the method of teaching and the present system of examinations also need drastic changes. Our teachers do not work hard in teaching English grammar to the students, and the result is obvious. Majority of our students fail in English. The syllabus upto matric is not very lengthy, and the students memorize their lessons to get through the examinations. But the same students when appear for the examinations of Inter and B.A. they face real problems. Here the syllabus is quite lengthy and it is not possible to memorize everything. In view of this, it is necessary to change not only the method of teaching but also the present system of examinations.

84. HUSAIN, S. Sajid. Pakistan Ka Nizam-e-Ta'aleem (System of Education in Pakistan) --- In: Ta'aruf-e-Ta'aleem, 488-528. Karachi, Kifayat Academy. March, 1931. (U).

A brief survey of the present educational setup of Pakistan is presented under the following headings: 1) primary education; 2) aims of primary education; 3) administration of primary education; 4) evaluation of the curriculum of primary education; 5) secondary education; 6) aims of secondary education; 7) administration of the secondary education; 8) professional requirements of the secondary education; 9) evaluation of the secondary education; 10) technical education; 11) aims of the technical education; 12) administration of technical education; 13) curriculum of technical education; 14) higher education; 15) aims of higher education; 16) administration of the higher education; 17) university education; and 18) Board of Secondary Education.

85. KHAN, Ashfaq Ali. Ta'aleem Ka Zawal (The Down Fall of Education) --- Nawai Waqt (Karachi. September 26, 1981 (U).

The lowering of the standard of education has created disillusionment in the minds of the parents. The parent naturally want that their wards to be well educated, and for achieving this end they spend money on tuition. There are various causes for the downfall in the standard of education. One of the major causes is the enrolment of students in a class beyond its capacity. In big classes teachers cannot pay attention to individual students. Another cause is the unsuitable syllabus. Present syllabus of school education is very heavy. Yet another cause is the poor teaching of English. Teachers are also to be blamed in this connection. No attention is being paid to the laarning of grammar. English grammar schould be taught methodically.

86. LATIF, Abdul. Crisis in Education --- Pakistan Times (Lahore) August 25, 1981.

On two consecutive days of the Punjab Council session, the Punjab Governor has made some startling revelations regarding the state of school education and the functioning of the education department. He has recommended a surgical operation to bring health to our sick educational system, riddled as it is with irregularities. Furthermore, in reply to members' questions the Governor disclosed that 2,000 schools were without teachers and 6,500 lacked buildings while another 2,800 were devoid of furniture. In view of this drastic reorganization is indeed called for, and here the responsibility of the local representatives is of utmost significance. Educational development in all the districts will depend on mobilization and supervision at the local level. The people have a right to expect their elected leaders, the councillors to solve problems and provide encouragement for the education of their children.

87. MAHMOOD, Raja Rashid. Ta'aleem, Nisab Aur Tadrees (Education, Curriculum and Teaching) --- Farozan (Lahore) Vol. 1(2): 41-47. July-September, 1981 (U).

Education is not merely confined to its dictionary definition. It has its broader meaning and covers the whole sphere of human life. Various educational thinkers have defined education in their own way, according to the importance of the role of education. Keeping in view the broader concept of education, the present day syllabus tries to cover all aspects of the student's life whether concerned with academic attainment or dealing with matters of practical life. In other words the syllabus should help in the over all development of the personality of the

student. Some discussion is made of the various considerations necessary while developing curriculum including the aims of education.

It is pointed out that in any syllabus, the most important aspect is the language and language teaching. Urdu is our national language and we should give utmost attention to the teaching of Urdu.

88. MALIK, Surraiyia Jabeen. Tadrees, Asateza Aur Unkay Masail (Teachings, Teachers and their Problems) --- Ilm Ki Dastak (Islamabad). 1(2): 26-30, July-September, 1981 (U).

In the field of education, it is the teacher who is considered primarily responsible for all the ills of poor education. In fact, the teacher is that poor person who only fulfils his duty within the prescribed limits of the pre-determined syllabus on a very meager salary. He will face explanation, if he deviates a bit from the set curriculum. The main fault lies with the curriculum formulation. The syllabus, still is not in line with the aspiration and needs of the nation.

The writer while discussing the various problems of education, specially mentions discipline in educational institutions, teacher training program, inspection by directors of education, time table of schools, libraries in schools, parent-teacher relationship and teachers' social status.

89. MOHIYUDDIN, Ahmad. Pakistan Kay Ta'aleemi Masa'il (Educational Problems of Pakistan) --- Jang (Karachi) August 29, 1981 (U).

The standard of education, including science education is deteriorating day by day. Not only in the developed countries but also in some of the developing countries, our degrees are not considered at par with their degrees. As a result, our students have to appear in the examination of the very subject in which they have already acquired degrees in the country. In view of this it is needed that the standard of education is improved at an early date. In order to follow the standard of education of the developed countries, we have to be very strict while dealing with the students. No concession should be given to them specially at the time of examinations. Only with the strict steps, the situation would improve.

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